Field Review of
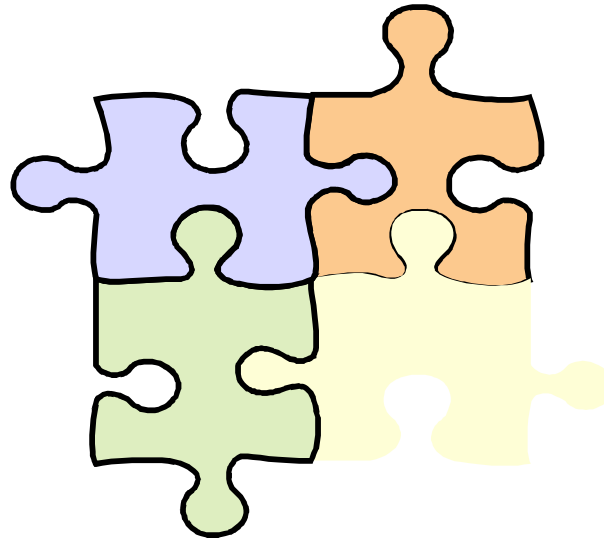# Proposed Single Subject Subject-Matter
Program Standards
In Languages Other Than English (LOTE)

Survey
January 2004

Introduction

Your response to this survey will inform the California Commission on Teacher Credentialing's field review of proposed new standards of program quality and effectiveness for Single Subject Subject-Matter Programs. These programs for prospective teachers offer one pathway to demonstrate competency in a subject area. In addition to subject matter competency described in these requirements and standards, prospective single subject teachers must also complete an approved program of pedagogical preparation that focuses on the knowledge, skills and abilities associated with a departmentalized teaching assignment. The pedagogical preparation for teachers has a separate set of requirements and standards that are not reviewed here.

Individuals holding a Single Subject Teaching Credential may teach in a specific subject area in departmentalized classes in grades K-12. Departmentalized classes are those in which a teacher teaches one subject to a class of students and are typically offered in high schools and middle or junior high schools.

It is the responsibility of the Commission to ensure that each prospective teacher experiences a high quality preparation program. The Commission does this by adopting standards of program quality and effectiveness that assure consistency across all approved programs in all subject areas. This set of draft standards for single subject programs is divided into two sections, Standards Common to All and Standards for Programs in Languages Other Than English (LOTE).

The Draft Standards Common to All address program qualities that are consistent across all subject areas. The proposed standards are:
Draft Standard 1: Program Philosophy
Draft Standard 2: Technology
Draft Standard 3: Diversity and Equity
Draft Standard 4: Coordination
Draft Standard 5: Advisement and Support
Draft Standard 6: Assessment of Subject Matter Competence
Draft Standard 7: Program Review and Evaluation
Draft Standard 8: Literacy
Draft Standard 9: Early Field Experiences
Draft Standard 10: Varied Teaching Strategies

The Draft Standards for Programs in Languages Other Than English are:
Draft Standard 11: Program Philosophy and Purpose
Draft Standard 12: Nature of Language

California Commission on Teacher Credentialing

Draft Standard 13: Linguistics of the Target Language
Draft Standard 14: Literacy and Cultural Texts and Traditions
Draft Standard 15: Cultural Analysis and Comparison
Draft Standard 16: Language and Communication: Listening Comprehension
Draft Standard 17: Language and Communication: Reading Comprehension
Draft Standard 18: Language and Communication: Oral Expression
Draft Standard 19: Language and Communication: Written Expression
Draft Standard 20: Connections to Other Disciplines and Language Communities

Each standard includes the standard statement and required elements. The required elements provide further description and explanation of the concepts addressed in the standard statement. Program sponsors will be expected to address the standard as a whole and each required element.

General Directions

The survey questions are designed to find out how important you and other educators think the proposed standards and their required elements are in the preparation of effective single subject teachers. Survey results will be used to revise the draft standards and develop a final set of standards for recommendation to the Commission for adoption. Once adopted, each prospective program sponsor in a single subject area will be required to prepare a written response to the new standards.

You will be asked to rate the importance of each program standard statement and each required element in relation to the effective preparation of prospective teachers. You will also be asked whether any program elements are missing and will be provided space to suggest additional elements or topics to be addressed in the standard. Finally you will be asked whether this draft set of subject matter program standards considered as a whole address all the elements necessary for a program to prepare effective teachers of languages other than English. Please answer the survey questions based on your own experiences.

California Commission on Teacher Credentialing

Background Information

1. Are you currently working in a K-12 or an IHE organization? Yes O GO to Question 2 No O STOP! You do not have to answer any more questions. Please discard this survey.	2. Are you currently, or have your recently (last 3-5 years) been working with the area of languages other than English? Yes O GO to Question 3 No O STOP! You do not have to answer any more questions. Please discard this survey.	3. Are you familiar with the K-12 student academic content standards in languages other than English? Yes O GO to Question 4 No O **STOP! You do not have to answer any more questions. Please discard this survey.**
4. Name:	5. Position:	6: May we contact you for further information? Telephone: (_ _)-_ _ _-_ _ _ _ Fax: (_ _)-_ _ _-_ _ _ _ Email: _____

The ten Standards Common to All are provided here for background information only. They have already been approved and adopted by the Commission for all single subjects. It is not necessary to respond to these standards.

Standard 1: Program Philosophy and Purpose

The subject matter preparation program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes in relation to the Standards of Quality and Effectiveness for Single Subject Teaching Credential Programs. The program provides the coursework and field experiences necessary to teach the specified subject to all of California's diverse public school population. Subject matter preparation in the program for prospective teachers is academically rigorous and intellectually stimulating. The program curriculum reflects and builds on the State-adopted *Academic Content Standards for K-12 Students* and *Curriculum Frameworks for California Public Schools.* The program is designed to establish a strong foundation in and understanding of subject matter knowledge for prospective teachers that provides a basis for continued development during each teacher's professional career. The sponsoring institution assigns high priority to and appropriately supports the program as an essential part of its mission.

Required Elements:

1.1   The program philosophy, design, and intended outcomes are consistent with the content of the State-adopted Academic Content Standards for K-12 students and Curriculum Frameworks for California public schools.

1.2   The statement of program philosophy shows a clear understanding of the preparation that prospective teachers need in order to be effective in delivering academic content to all students in California schools.

1.3   The program provides prospective teachers with the opportunity to learn and apply significant ideas, structures, methods and core concepts in the specified subject discipline(s) that underlies the 6-12 curriculum.

California Commission on Teacher Credentialing

1.4   The program prepares prospective single-subject teachers to analyze complex discipline-based issues; synthesize information from multiple sources and perspectives; communicate skillfully in oral and written forms; and use appropriate technologies.

1.5   Program outcomes are defined clearly and assessments of prospective teachers and program reviews are appropriately aligned.

1.6   The institution conducts periodic review of the program philosophy, goals, design, and outcomes consistent with the following: campus program assessment timelines, procedures, and policies; ongoing research and thinking in the discipline; nationally accepted content standards and recommendations; and the changing needs of public schools in California.

Standard 2: Diversity and Equity
The subject matter program provides equitable opportunities to learn for all prospective teachers by utilizing instructional, advisement and curricular practices that insure equal access to program academic content and knowledge of career options. Included in the program are the essential understandings, knowledge and appreciation of the perspectives and contributions by and about diverse groups in the discipline.

Required Elements:
2.1   In accordance with the Education Code Chapter 587, Statutes of 1999, (See Appendix A), human differences and similarities to be examined in the program include, but are not limited to those of sex, race, ethnicity, socio-economic status, religion, sexual orientation, and exceptionality. The program may also include study of other human similarities and differences.

2.2   The institution recruits and provides information and advice to men and women prospective teachers from diverse backgrounds on requirements for admission to and completion of subject matter programs.

2.3   The curriculum in the Subject Matter Program reflects the perspectives and contributions of diverse groups from a variety of cultures to the disciplines of study.

2.4   In the subject matter program, classroom practices and instructional materials are designed to provide equitable access to the academic content of the program to prospective teachers from all backgrounds.

2.5   The subject matter program incorporates a wide variety of pedagogical and instructional approaches to academic learning suitable to a diverse population of prospective teachers. Instructional practices and materials used in the program support equitable access for all prospective teachers and take into account current knowledge of cognition and human learning theory.

Standard 3: Technology
The study and application of current and emerging technologies, with a focus on those used in K-12 schools, for gathering, analyzing, managing, processing, and presenting information is an integral component of each prospective teacher's program study. Prospective teachers are introduced to legal, ethical, and social

issues related to technology. The program prepares prospective teachers to meet the current technology requirements for admission to an approved California professional teacher preparation program.

Required Elements:
3.1   The institution provides prospective teachers in the subject matter program access to a wide array of current technology resources. The program faculty selects these technologies on the basis of their effective and appropriate uses in the disciplines of the subject matter program.

3.2   Prospective teachers demonstrate information processing competency, including but not limited to the use of appropriate technologies and tools for research, problem solving, data acquisition and analysis, communications, and presentation.

3.3   In the program, prospective teachers use current and emerging technologies relevant to the disciplines of study to enhance their subject matter knowledge and understanding.

Standard 4: Literacy
The program of subject matter preparation for prospective Single Subject teachers develops skills in literacy and academic discourse in the academic disciplines of study. Coursework and field experiences in the program include reflective and analytic instructional activities that specifically address the use of language, content and discourse to extend meaning and knowledge about ideas and experiences in the fields or discipline of the subject matter.

Required Elements:
4.1   The program develops prospective teachers' abilities to use academic language, content, and disciplinary thinking in purposeful ways to analyze, synthesize and evaluate experiences and enhance understanding in the discipline.

4.2   The program prepares prospective teachers to understand and use appropriately academic and technical terminology and the research conventions of the disciplines of the subject matter.

4.3   The program provides prospective teachers with opportunities to learn and demonstrate competence in reading, writing, listening, speaking, communicating and reasoning in their fields or discipline of the subject matter.

Standard 5: Varied Teaching Strategies
In the program, prospective Single Subject teachers participate in a variety of learning experiences that model effective curriculum practices, instructional strategies and assessments that prospective teachers will be expected to use in their own classrooms.

Required Elements:
5.1   Program faculty include in their instruction a variety of curriculum design, classroom organizational strategies, activities, materials and field experiences incorporating observing, recording, analyzing and interpreting content as appropriate to the discipline.

5.2   Program faculty employ a variety of interactive, engaging teaching styles that develop and reinforce skills and concepts through open-ended activities such as direct instruction, discourse, demonstrations, individual and cooperative learning explorations, peer instruction and student-centered discussion.

5.3   Faculty development programs provide tangible support for subject matter faculty to explore and use exemplary and innovative curriculum practices.

5.4   Program faculty use varied and innovative teaching strategies, which provide opportunities for prospective teachers to learn how content is conceived and organized for instruction in a way that fosters conceptual understanding as well as procedural knowledge.

5.5   Program coursework and fieldwork include the examination and use of various kinds of technology that are appropriate to the subject matter discipline.

Standard 6: Early Field Experiences
The program provides prospective Single Subject teachers with planned, structured field experiences in departmentalized classrooms beginning as early as possible in the subject matter program. These classroom experiences are linked to program coursework and give a breadth of experiences across grade levels and with diverse populations. The early field experience program is planned collaboratively by subject matter faculty, teacher education faculty and representatives from school districts. The institution cooperates with school districts in selecting schools and classrooms for introductory classroom experiences. The program includes a clear process for documenting each prospective teacher's observations and experiences.

Required Elements:
6.1   Introductory experiences shall include one or more of the following activities: planned observations, instruction or tutoring experiences, and other school based observations or activities that are appropriate for undergraduate students in a subject matter preparation program.

6.2   Prospective teachers' early field experiences are substantively linked to the content of coursework in the program.

6.3   Fieldwork experiences for all prospective teachers include significant interactions with K-12 students from diverse populations represented in California public schools and cooperation with at least one carefully selected teacher certificated in the discipline of study.

6.4   Prospective teachers will have opportunities to reflect on and analyze their early field experiences in relation to course content. These opportunities may include field experience journals, portfolios, and discussions in the subject matter courses, among others.

6.5   Each prospective teacher is primarily responsible for documenting early field experiences. Documentation is reviewed as part of the program requirements.

Standard 7: Assessment of Subject Matter Competence
The program uses formative and summative multiple measures to assess the subject matter competence of each candidate. The scope and content of each candidate's assessment is consistent with the content of the subject matter requirements of the program and with institutional standards for program completion.

Required Elements:
7.1   Assessment within the program includes multiple measures such as student performances, presentations, research projects, portfolios, field experience journals, observations, and interviews as well as oral and written examinations based on criteria established by the institution.

7.2   The scope and content of each assessment is congruent with the specifications for the subject matter knowledge and competence as indicated in the content domains of the Commission-adopted subject matter requirement.

7.3   End-of-program summative assessment of subject matter competence includes a defined process that incorporates multiple measures for evaluation of performance.

7.4   Assessment scope, process, and criteria are clearly delineated and made available to students when they begin the program.

7.5   Program faculty regularly evaluate the quality, fairness, and effectiveness of the assessment process, including its consistency with program requirements.

7.6   The institution that sponsors the program determines, establishes and implements a standard of minimum scholarship (such as overall GPA, minimum course grade or other assessments) of program completion for prospective single subject teachers.

Standard 8: Advisement and Support
The subject matter program includes a system for identifying, advising and retaining prospective Single Subject teachers. This system will comprehensively address the distinct needs and interests of a range of prospective teachers, including resident prospective students, early deciders entering blended programs, groups underrepresented among current teachers, prospective teachers who transfer to the institution, and prospective teachers in career transition.

Required Elements:
8.1   The institution will develop and implement processes for identifying prospective Single Subject teachers and advising them about all program requirements and career options.

8.2   Advisement services will provide prospective teachers with information about their academic progress, including transfer agreements and alternative paths to a teaching credential, and describe the specific qualifications needed for each type of credential, including the teaching assignments it authorizes.

8.3   The subject matter program facilitates the transfer of prospective teachers between post-secondary institutions, including community colleges, through effective outreach and advising and the articulation of courses and requirements. The program sponsor works cooperatively with community colleges to ensure that subject matter coursework at feeder campuses is aligned with the relevant portions of the *State-adopted Academic Content Standards for K-12 Students in California Public Schools*.

8.4   The institution establishes clear and reasonable criteria and allocates sufficient time and personnel resources to enable qualified personnel to evaluate prospective teachers' previous coursework and/or fieldwork for meeting subject matter requirements.

Standard 9: Program Review and Evaluation
The institution implements a comprehensive, ongoing system for periodic review of and improvement to the subject matter program. The ongoing system of review and improvement involves university faculty, community college faculty, student candidates and appropriate public schools personnel involved in beginning teacher preparation and induction. Periodic reviews shall be conducted at intervals not exceeding 5 years.

Required Elements:
9.1   Each periodic review includes an examination of program goals, design, curriculum, requirements, student success, technology uses, advising services, assessment procedures and program outcomes for prospective teachers.

California Commission on Teacher Credentialing

9.2   Each program review examines the quality and effectiveness of collaborative partnerships with secondary schools and community colleges.

9.3   The program uses appropriate methods to collect data to assess the subject matter program's strengths, weaknesses and areas that need improvement. Participants in the review include faculty members, current students, recent graduates, education faculty, employers, and appropriate community college and public school personnel.

9.4   Program improvements are based on the results of periodic reviews, the inclusion and implications of new knowledge about the subject(s) of study, the identified needs of program students and school districts in the region, and curriculum policies of the State of California.

Standard 10: Coordination

One or more faculty responsible for program planning, implementation and review coordinate the Single Subject Matter Preparation Program. The program sponsor allocates resources to support effective coordination and implementation of all aspects of the program. The coordinator(s) fosters and facilitates ongoing collaboration among academic program faculty, local school personnel, local community colleges and the professional education faculty.

Required Elements:

10.1   A program coordinator will be designated from among the academic program faculty.

10.2   The program coordinator provides opportunities for collaboration by faculty, students, and appropriate public school personnel in the design and development of and revisions to the program, and communicates program goals to the campus community, other academic partners, school districts and the public.

10.3   The institution allocates sufficient time and resources for faculty coordination and staff support for development, implementation and revision of all aspects of the program.

10.4   The program provides opportunities for collaboration on curriculum development among   program faculty.

10.5   University and program faculty cooperate with community colleges to coordinate courses and articulate course requirements for prospective teachers to facilitate transfer to a baccalaureate degree-granting institution.

California Commission on Teacher Credentialing

Draft Single Subject Program Standards for LOTE

These are new draft standards for which the Commission would appreciate your response as indicated on the following survey.

Standard 11: Program Philosophy and Purpose
Standard 12: Nature of Language
Standard 13: Linguistics of the Target Language
Standard 14: Literacy and Cultural Texts and Traditions
Standard 15: Cultural Analysis and Comparison
Standard 16: Language and Communication: Listening Comprehension
Standard 17: Language and Communication: Reading Comprehension
Standard 18: Language and Communication: Oral Expression
Standard 19: Language and Communication: Written Expression
Standard 20: Connections to Other Disciplines and Language Communities

Single Subject Draft Program Standards for LOTE

California Commission on Teacher Credentialing

	11.0 How important are these program characteristics for preparing effective teachers of LOTE?			
Draft Standard 11: Program Philosophy and Purpose	**Essential**	**Important**	**Somewhat Important**	**Not Important**
The program is based on an explicit statement of program philosophy that expresses its purpose, design and desired outcomes, and defines the institution's concept of a well-prepared teacher of language.	O	O	O	O
11.1 The program faculty and administration, both collectively and collaboratively with K-12 and appropriate other representatives of the broader educational community, develop the program philosophy, design and intended outcomes. The development process reflects participants' awareness of recent paradigms and research in language, literature, culture and linguistics.	O	O	O	O
11.2 The program philosophy and intended outcomes are consistent with the major themes and emphases of the Foreign Language Framework for California Public Schools K-12, other state curriculum documents, and nationally adopted guidelines for teaching languages.	O	O	O	O
11.3 The program philosophy recognizes that all students are capable of learning languages in addition to their primary language and should have access to a variety of language learning opportunities.	O	O	O	O
11.4 The program philosophy values candidates' diverse language backgrounds and acknowledges the need to respond to the strengths and needs of prospective candidates.	O	O	O	O
11.5 The program provides both formative and summative assessment of candidate competencies.				
11.6 The program philosophy recognizes that prospective teachers need to understand and value the role of culture in language acquisition, and are able to function in multiple cultural contexts.	O	O	O	O
11.7 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective LOTE teachers? *(Please fill in Yes or No)* O Yes O No If YES, which would you add?				

Single Subject Draft Program Standards for LOTE

Draft Standard 12: Nature of Language	12.0 How important are these program characteristics for preparing effective teachers of LOTE?			
	Essential	Important	Somewhat Important	Not Important
The program provides course work and experiences necessary for candidates to acquire and demonstrate an understanding of the nature of language, language use, and applied linguistics.	O	O	O	O
12.1 The program develops candidates' abilities to demonstrate an understanding of the nature, purposes and uses of language, including the basic elements of language structure as well as the universal characteristics of human language.	O	O	O	O
12.2 The program prepares candidates to analyze the processes by which languages change over time, to understand how languages vary geographically, socially, and ethnographically, and to describe the relationships among different languages.	O	O	O	O
12.3 The program prepares candidates to demonstrate an understanding of the communicative functions of language and how those functions vary depending upon the context and purpose of the communications.	O	O	O	O
12.4 The program prepares candidates to demonstrate an understanding of the language acquisition process, developmental patterns of language learning, the cognitive, affective and social factors impacting language teaching and learning, and the interrelationship of language and culture.	O	O	O	O
12.5 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective LOTE teachers? *(Please fill in Yes or No)* O Yes O No If YES, which would you add?				

California Commission on Teacher Credentialing

Single Subject Draft Program Standards for LOTE

	13.0 How important are these program elements for preparing effective teachers of LOTE?			
Draft Standard 13: Linguistics of the Target Language	**Essential**	**Important**	**Somewhat Important**	**Not Important**
The program insures that candidates understand and can demonstrate a deep and broad knowledge of the linguistic features of the target language system. The program insures that prospective teachers can demonstrate an understanding of the use of rhetorical and stylistic devices, figures of speech, and the levels of language appropriate for various tasks and communication purposes.	O	O	O	O
13.1 The program requires prospective teachers to demonstrate knowledge of the phonology, orthography, morphology, syntax and semantics of the target language.	O	O	O	O
13.2 The program requires prospective teachers to identify, analyze and correct grammatical and mechanical errors in target language samples.	O	O	O	O
13.3 The program requires prospective teachers to analyze and contrast linguistic structures, and compare and contrast words, idioms and inflections of the target language and English.	O	O	O	O
13.4 The program requires candidates to demonstrate an understanding of the pragmatic and sociolinguistic features of the target language discourse.	O	O	O	O
13.5 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective LOTE teachers? *(Please fill in Yes or No)* O Yes O No If YES, which would you add?				

Single Subject Draft Program Standards for LOTE

	14.0 How important are these program elements for preparing effective teachers of LOTE?			
Draft Standard 14: Literary and Cultural Texts and Traditions	**Essential**	**Important**	**Somewhat Important**	**Not Important**
The program requires prospective teachers of languages other than English to demonstrate knowledge of literary and cultural texts and traditions. Prospective teachers study major literary and intellectual movements, genres, writers and works and use literary and cultural texts from a variety of media.	O	O	O	O
14.1 The program requires prospective teachers to analyze, interpret and reflect upon the major movements, genres, writers and works in the literature of the target language.	O	O	O	O
14.2 The program requires prospective teachers to analyze the elements of literary works and interpret the use of rhetorical and literary techniques.	O	O	O	O
14.3 The program requires prospective teachers to identify and analyze the historical, social and cultural influences on works of literature in the target language.				
14.4 The program requires prospective teachers to interpret changes over time in the target culture by using their knowledge of the literary and cultural traditions of the target culture.				
14.5 The program requires prospective teachers to identify and analyze the ways in which literary and intellectual works and movements of cultures associated with the target language both reflect and shape those cultures.				
14.6 The program requires prospective teachers to analyze and interpret a wide range of literary and cultural texts as represented by a variety of forms and media.				
14.7 The program requires prospective teachers to evaluate the use of language to inform, persuade, and evoke reader response.	O	O	O	O
14.8 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective LOTE teachers? *(Please fill in Yes or No)* O Yes O No If YES, which would you add?				

California Commission on Teacher Credentialing

Single Subject Draft Program Standards for LOTE

Draft Standard 15: Cultural Analysis and Comparison	15.0 How important are these program elements for preparing effective teachers of LOTE?			
	Essential	Important	Somewhat Important	Not Important
The program requires prospective teachers of languages other than English to develop knowledge of the cultures associated with the target language and to demonstrate understanding of the interrelationships among the perspectives, practices and products of those cultures. As a result of their experiences in the program, candidates are able to recognize culture as a dynamic, interrelated system and employ a variety of processes to identify, analyze and evaluate cultural themes, values and ideas.	O	O	O	O
15.1 Candidates develop an understanding of how multiple perspectives within a culture influence the target culture.	O	O	O	O
15.2 Candidates compare and contrast various elements of the target culture with those of other cultures.	O	O	O	O
15.3 Candidates demonstrate an understanding of how factors such as geography, politics, history, religion, education, and socio-economic systems, as well as prominent figures affect the target culture(s).	O	O	O	O
15.4 Candidates demonstrate an understanding of how the practices and products of a target culture reflect cultural perspectives.	O	O	O	O
15.5 Candidates identify and analyze stereotypes and their effects on the perceptions of and attitudes toward the target culture(s).	O	O	O	O
15.6 Are there any critical characteristics of program quality that are missing from the above standard that are needed in order to provide a program that will prepare effective LOTE teachers? *(Please fill in Yes or No)* O Yes O No If YES, which would you add?				

	16.0 How important are these program elements for preparing effective teachers of LOTE?			
Draft Standard 16: Language and Communications: Listening Comprehension	**Essential**	**Important**	**Somewhat Important**	**Not Important**
The program requires prospective teachers of a language other than English to demonstrate proficiency in the comprehension of oral texts in the target language, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for Foreign Language Teachers (2002) and the stages of the language learning continuum as reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates demonstrate the ability to listen effectively for various purposes and to comprehend a range of content. Candidates can identify main ideas and supporting details of oral communication, infer meaning within a given context, analyze oral messages on a number of levels, provide supporting details, and demonstrate the ability to think critically about oral communication. Finally, prospective teachers evaluate oral messages in relation to stylistics and to social relationships within the context of the communication, as well as in relation to the speaker's purposes, assumptions and intended audience.	O	O	O	O
16.1 The program requires candidates to demonstrate an understanding of the main ideas and significant details in a variety of authentic contexts (literal comprehension of spoken language).	O	O	O	O
16.2 The program requires prospective teachers to make deductive and inductive inferences based on information contained in oral messages (inferential and interpretative comprehension of spoken communication).	O	O	O	O
16.3 The program requires prospective teachers to analyze and evaluate oral messages in relation to their purposes, context and point of view (critical analysis of spoken communication).	O	O	O	O
16.4 Are there any necessary characteristics of program quality that are missing from the above standard that are needed in order to provide a program that will prepare effective LOTE teachers? *(Please fill in Yes or No)* O Yes O No If YES, which would you add?				

California Commission on Teacher Credentialing

Single Subject Draft Program Standards for LOTE

	17.0 How important are these program elements for preparing effective teachers of LOTE?			
Draft Standard 17: Language and Communications: Reading Comprehension	**Essential**	**Important**	**Somewhat Important**	**Not Important**
The program requires prospective teachers of a language other than English to demonstrate proficiency in the comprehension of texts in the target language, as described in the American Council on the Teaching of Foreign Languages (ACTFL): <u>Program Standards for Foreign Language Teachers</u> (2002) and the stages of the language learning continuum as reflected in the <u>Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve</u> (2003). The program requires prospective teachers to demonstrate the ability to read, understand and interpret effectively a variety of texts and other media in the target language, for multiple purposes and across a range of content and contexts. The program also requires that prospective teachers demonstrate the ability to think critically about what they read and to evaluate texts from a variety of media in the target language.	O	O	O	O
17.1 The program requires that prospective teachers identify and comprehend the main idea and significant details within a given text (literal comprehension).	O	O	O	O
17.2 The program requires prospective teachers to make deductive and inductive inferences based on information contained in a variety of texts (inferential and interpretative comprehension of texts and other media).	O	O	O	O
17.3 The program requires candidates to apply critical reasoning skills to texts from a variety of media, including written and electronic media (critical analysis of texts and other media).	O	O	O	O
17.4 Are there any necessary characteristics of program quality that are missing from the above standard that are needed in order to provide a program that will prepare effective LOTE teachers? *(Please fill in Yes or No)* O Yes O No If YES, which would you add?				

California Commission on Teacher Credentialing

Single Subject Draft Program Standards for LOTE

	18.0 How important are these program elements for preparing effective teachers of LOTE?			
Draft Standard 18: Language and Communications: Oral Expression	**Essential**	**Important**	**Somewhat Important**	**Not Important**
The program requires prospective teachers of a language other than English to demonstrate proficiency in oral expression in the target language, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for Foreign Language Teachers (2002) and the stages of the language learning continuum as reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates are also required to use a variety of text types and accurately express ideas in culturally appropriate language across a range of topics and themes.	O	O	O	O
18.1 The program develops candidates' abilities to communicate effectively in informal settings, including both ordinary and unexpected situations, as well as in formal settings. Each candidate uses different registers and styles of speech appropriate to diverse audiences, as appropriate to the target language.	O	O	O	O
18.2 The program prepares prospective teachers to understand and use appropriate oral discourse for different communicative purposes including narrating, requesting, persuading, comparing, and contrasting. Candidates formulate and defend hypotheses as well as speak effectively on abstract topics and themes, as appropriate to the target language.	O	O	O	O
18.3 The program requires prospective teachers to acquire and demonstrate competence in expressing ideas, using culturally appropriate language across a range of content, including the arts, literature, politics, society and current events appropriate to the target language.	O	O	O	O
18.4 Are there any necessary characteristics of program quality that are missing from the above standard that are needed in order to provide a program that will prepare effective LOTE teachers? *(Please fill in Yes or No)* O Yes O No If YES, which would you add?				

California Commission on Teacher Credentialing

Single Subject Draft Program Standards for LOTE

	19.0 How important are these program elements for preparing effective teachers of LOTE?			
Draft Standard 19: Language and Communications: Written Expression	**Essential**	**Important**	**Somewhat Important**	**Not Important**
The program requires prospective teachers of a language other than English to demonstrate proficiency in written expression in the target language as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for Foreign Language Teachers (2002) and the stages of the language learning continuum as reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). Candidates demonstrate the ability to express themselves in formal and informal writings on practical, social and professional topics in different contexts and text types.	O	O	O	O
19.1 The program requires candidates to write in major time frames, employing vocabulary appropriate to purposes, using a variety of linguistic structures and idiomatic expressions.	O	O	O	O
19.2 The program requires prospective teachers to employ a variety of text types in their writings and to accurately express ideas in culturally appropriate language across a range of content.	O	O	O	O
19.3 The program requires prospective teachers to write coherent texts, using appropriate stylistic devices and sociolinguistic parameters for given audiences, purposes and occasions.	O	O	O	O
19.4 Are there any necessary characteristics of program quality that are missing from the above standard that are needed in order to provide a program that will prepare effective LOTE teachers? *(Please fill in Yes or No)* O Yes O No If YES, which would you add?				

Single Subject Draft Program Standards for LOTE

	20.0 How important are these program elements for preparing effective teachers of LOTE?			
Draft Standard 20: Connections to Other Disciplines and Language Communities	**Essential**	**Important**	**Somewhat Important**	**Not Important**
The program builds upon "Varied Teaching Strategies" (Standard 5), incorporating recent developments in language acquisition approaches. The program also implements a variety of contextualized authentic teaching and learning experiences, using media and various other means such as internet-based, community-based and other related strategies. These experiences enable prospective teachers to interact with the larger cultural communities associated with the target language to broaden their perspectives and experience base for language learning and teaching. Candidates demonstrate the ability to relate the target language to other disciplines.	O	O	O	O
20.1 The program faculty implements a variety of technology-assisted teaching and learning experiences that assist students to identify and interact with the local, regional and international language communities associated with the target language.	O	O	O	O
20.2 The program integrates content from other disciplines to strengthen interdisciplinary competency in the target language.				
20.3 The program requires students to analyze the role and importance of media in communication in the target language.				
20.4 The program requires students to know professional opportunities related to languages and the role of language competency in careers and professional issues in a global context.				
20.5 The program facilitates the interaction of students with local resources and community events that help to deepen and broaden prospective teachers' language and cultural background for teaching and learning.	O	O	O	O
20.6 Are there any necessary characteristics of program quality that are missing from the above standard that are needed in order to provide a program that will prepare effective LOTE teachers? *(Please fill in Yes or No)* O Yes O No If YES, which would you add?				

California Commission on Teacher Credentialing

Single Subject Draft Program Standards for LOTE

Overall Program Standards	
Please judge the extent to which the full set of subject matter program standards described in this survey encompass the program elements that are necessary to prepare an effective LOTE teacher by answering the questions below. If you think the full set of program standards cover all of the critical program elements that are necessary to prepare effective LOTE teachers, write 100 in the space provided in Question a. If you think the program standards cover **none** of the program elements that are necessary to prepare an effective LOTE teacher, write 0 in the space provided. If you think the program standards cover **some, but not all,** of the program elements, write a number from 1 to 99 to reflect the proportion of the single subject program in LOTE that *are covered* by these program standards.	
a. Taken **as a whole**, what percentage of the program elements needed to prepare effective LOTE teachers is covered by **the full set** of program standards?	**b.** If less than 100% in Question a, please identify any critical program elements that are missing from the program standards. *(It is not necessary to repeat missing elements you mentioned in previous responses.)*